* A white cover with purple text

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F–10 AUSTRALIAN CURRICULUM: Hindi language support resource

**Introduction**

This Hindi Language resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Hindi. It is optional and includes illustrative examples of language and language use.

The resource provides suggestions for sequential development in 2 parts:

* Part 1 – language structures and features
* Part 2 – thematic contexts for language use.

Content in both parts is presented in 3 broad levels – beginner, intermediate and advanced – and is independent of the year bands and sequences in the curriculum, the language-learner background and the time spent on task.

Teachers can use suggestions in the resource to assist their planning of programs based on the AC: Hindi. The resource may assist teachers to meet the diverse language needs and learning backgrounds of students at different entry points into second-language or background-language learning.

For example:

* a Year 5 student is learning Hindi as a second-language learner for the first time. The teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions supported by the beginner language structures and features, and/or thematic contexts, to cater for the linguistic needs of the student.
* a Year 3 class has both second-language and background-language learners of Hindi. The teacher can use the cognitive demand of the Years 3 and 4 curriculum supported by the beginner and intermediate language structures and features, and/or thematic contexts, to assist in differentiation.

**About language structures and features**

Part 1 provides language structures and features that are neither exhaustive nor mutually exclusive. The 3 levels demonstrate how a particular structure or feature could be developed at different stages of a continuum of language learning.

**About thematic contexts for language use**

Part 2 provides examples of thematic contexts for language use. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the abilities, backgrounds, interests and needs of their students, using the approaches, methodologies and pedagogies that best suit their students’ learning.

Part 1: Language structures and features

Table 1 begins with ‘Conventions of sound system’ followed by structures and features organised in alphabetical order.

Table 1: Language structures and features

|  |  |  |  |
| --- | --- | --- | --- |
| **Language structures and features** | | | |
| Conventions of sound system | **Beginner** | **Intermediate** | **Advanced** |
| alphabet and pronunciation   * Hindi sounds, for example, independent vowels, consonants and joint words * sounds that are new and initially difficult, such as त, थ, ग, घ, ट, द, ध। * discrimination of unaspirated and aspirated sounds, such as क-ख, द-ध। * Hindi letters are pronounced the same way they are written * vowels pronunciation without any obstruction of air coming out of the mouth * consonant pronunciation with obstruction of air by different parts of the mouth * Hindi vowels pronounced with a nasal quality added to them which is represented by either a चंद्रबिंदु or a बिंदु (small dot) above the headstroke, for example, हाँ, मैं * matra form of vowels, such as ि, ी * long and short vowel sounds in conjunction with consonants, such as क +इ/कि, क+ई/की | pronunciation and intonation   * all sounds in Hindi Varnmala including aspirated and non-aspirated sounds, for example, च छ, ट ठ * correct vowel sound, for example, ओर, और, में and मैं * long and short matra forms of vowels in words, for example, मछली-तितली, तरबूज, चुहिया, सैनिक * spoken Hindi language variations from region to region, such as -जा रिया है, जा रहा है * pronunciation of loan words such as क़ानून, फ़ालतू * Hindi pronunciation in Devanāgarī of Sanskrit words (*tatsam* words) and of derived forms (*tadbhav* words) * intonation patterns such as statements, questions, requests and exclamations, for example, क्या मैं पानी पीने जा सकता हूँ? कृपया मुझे पानी पीने जाने दीजिए। वह पास हो गया! क्या आप वहाँ जाएँगे? तुम अच्छे बच्चे हो। * pitch, stress and rhythm to convey meaning even when individual words are unfamiliar | pronunciation, intonation, accent and stress   * common interjections, for example, हाँ-हाँ, हूँ-हूँ, न-ना * communication techniques such as repetition, pauses, interruptions, incomplete sentences and non-verbal expression * intonation, tone and stress to increase fluency and enhance expression * influence of accent and expression on pronunciation, for example, हम लोगां जा रहे हैं। versus हम लोग जा रहे हैं। * intonation and stress, improving coherence and increasing expressive range * use of devices such as onomatopoeia, repetition, simile and metaphor to express emotion and convey attitudes when speaking and reading aloud * impact on Hindi pronunciation and spelling in Devanāgarī, of elements of direct forms of तत्सम words (Sanskrit words) and तद्भव words (derived forms) |
| Conventions of writing system | letter formation and punctuation   * Devanāgarī script features * Hindi letters – vowels and consonants * knowledge of Hindi letters ‘hanging’ below line, for example, क ख ग * line on the top of written letters to show words, for example, बस, घर, अब घर चल। * some Hindi punctuation, for example, पूर्ण विराम with a vertical line * vowel symbols ा,ि,ी,ु * matras joined to consonants बारहखड़ी to give sounds and make words * differences between written and typed Devanāgarī script | writing sentences and representing intonation   * letters in conjunction with matra symbols to change the sound of a consonant and form new words * phonic knowledge to spell and write unfamiliar words such as रेखांकित * nasal vowel sounds and nasal consonants, and the rules that govern how to represent nasal consonant combinations in words such as गंगा, पंजाब, ठंड/ठण्ड, बंद/बन्द and तुम्हारा * simple word-processed script using keyboard and secure online writing tools | intonation and writing complex words   * phonic and grammatical knowledge for spelling and writing, and basic joining (सन्धि) rules for unfamiliar words such as गुरुदक्षिणा and इ+आ = ए, to achieve clarity and flow of meaning * fully punctuated paragraphs and sequencing * combinations of pronouns and postpositions to show that the inherent ‘*a*’ inside a word is lost, such as in उसका, सुनना, सुनता * transliteration techniques and using variations in handwritten and digital Hindi script |
| Adjectives | simple adjectives   * simple adjectives to describe people, objects or places, usually placed before the noun, for example, सुंदर लड़की, छोटा बच्चा, रंग-बिरंगी तितली * adjectives to describe characteristics or qualities of a person or object, such as nationality, shape and colour, and noticing that they change with gender and number, for example, छोटा लड़का, छोटी लड़की, छोटे लड़के, लाल किताब, चौड़ा रास्ता * possessive adjectives to express ownership, for example, मेरी पुस्तक, तुम्हारा बस्ता | proper adjectives and adjectives in comparative, quantity structures   * negative forms of adjectives, for example, उदास, उदास बच्चा; शैतान, शैतान लड़के; मूर्ख बच्चा; बुरा, बुरी आदत; and चालाक, चालाक लोमड़ी * adjectives in comparative structures, such as राम थोड़ा लम्बा है। राधा हेमा से अधिक चतुर है। * adjectives in quantity structures, such as numerals both definite and indefinite, for example, मेरे पास दो सेब हैं।, पहला घर मेरा है।, मेरे पास ज़्यादा कपड़े हैं। * proper adjectives formed from proper nouns, such as मैं एक भारतीय हूँ, वह एक कनाडाई छात्र है । * demonstrative adjectives, for example, यह कलम मेरी है।, मैं उस आदमी को पसंद नहीं करता हूँ । | complex adjectives   * distributive adjectives such as use of each, every, either or neither, for example, प्रत्येक छात्र के पास एक कलम थी।, कोई लड़का झूठ बोल रहा है। * interrogative adjectives such as कौन सा कपड़ा अच्छा है?, आपकी कार कौन सी है? * exclamatory adjectives such as वाह, क्या दिन है!, वाह, क्या सुझाव है! * adjectives used for emphasising nouns such as own, very, same, very same, अपनी, वही, for example, यह वही किताब है जो मुझे चाहिये थी । * superlative construction, subject +सबसे+positive adjective, for example, ऋचा सबसे सुन्दर लड़की है   राम छात्रों में से सबसे होशियार है   * superlatives with ज्यादा (most) andकम (least), for example, ये कपडे सबसे ज्यादा महंगे हैं and ये कपडे सबसे कम महंगे हैं |
| Adverbs | **simple adverbs and placement**   * simple adverbs such as बहुत, ज़्यादा, अच्छा, तेज, अब, कब * adverbs and placement in simple sentences, for example, यह बहुत गरम है। | **adverbs of time, place and frequency**   * adverbs of time, such as आज, कल, परसों, हमेशा, प्रतिदिन * adverbs of place, for example, ऊपर, नीचे, आगे, पीछे, आस-पास * adverbs of frequency, such as हमेशा, कभी-कभी, जल्दी-जल्दी, ज़्यादातर | **adverbs of manner, negation and degree**   * adverbs expressing degree, such as कुछ, बहुत ज़्यादा, थोड़ा ज़्यादा, कभी नहीं, इसलिए, अचानक * adverbs of manners, such as ख़ुशी से, धीरे-धीरे, जल्दी में * adverbs of negation, for example, नहीं, कभी नहीं, अभी नहीं, ना |
| Affixes | basic letters and sounds   * basic joining of letters, such as क + म= कम, आ+ ज = आज | rules for forming words   * rules for forming words starting with vowels, using vowels as letters and matras, such as आ+ई= आई, भ+आ+ई = भाई | suffixes and prefixes   * suffixes and prefixes, for example, collecting groups of words that share a base word, such as बुद्धि, सुबुद्धि, बुद्धिमान, सुकुमारी, सुशोभित, मोरनी, शेरनी |
| Conjunctions | **simple conjunctions**   * conjunctions to link elements of sentences or phrases, for example, और, या, लेकिन * conjunctions to connect different elements of a sentence, for example, राम ने खाना खाया और सो गया। | **compound sentences**   * conjunctions to form compound sentences, such as मैं अभी लिखूँगा ताकि समय पूरा होने से पहले लेख खत्म कर लूँ।, मैं पहले दिल्ली जाऊँगा और अपना काम पूरा करने के बाद कोलकता पहुँचूँगा। | **complex conjunctions**   * correlative conjunctions such as neither/nor, either/or, for example, उस कमरे में या तो गोपाल हैं या पवन हैं । * conjunctions such as since, such as, so that, even if, etc., to form subordinate clauses with independent sentences, for example, अगर आप वहाँ जाना चाहते हैं तो आप जा सकते हैं।; चूंकि मैं यहाँ हूँ, मुझे आपकी सहायता करने दीजिए। |
| Day, date and time | days of the week, months, time   * days of the week and months, for example, सोमवार, मंगलवार, जनवरी, मार्च * time such as १ बजे | time and Hindi calendar   * time with elaborations, such as १ बजे, २ बज कर १५ मिनट * Hindi calendar *(panchang*), names of months such as फाल्गुन, कार्तिक, चैत्र | more complex expressions   * time with details, such as डेढ़ बजे , ढाई बजे, साढे बारह, सवा चार, पौने तीन * Hindi calendar days such as शुक्ल और कृष्ण पक्ष, प्रतिपदा, द्वितीय, चतुर्थी |
| Formulaic language and expressions | simple expressions   * simple expressions and responses, such as नमस्ते, आइये, ओफ़-ओह, हाय, बाप-रे-बाप * simple expressions for different occasions, such as माफ़ कीजिये, बधाई हो, बहुत शुभकामनायें, जल्दी स्वस्थ हों, कृपया | idioms   * मुहावरे idioms such as अकल पर पत्थर पड़ना, आँखों से गिरना * phrases such as आम के आम गुठलियों के दाम, उल्टा चोर कोतवाल को डांटे | expression with idioms and complex phrases   * idioms and phrases to express opinions and/or points of view, for example, मेरी अकल पर पत्थर पड़ गए हैं, मोहन का व्यवहार ऐसा था जैसे उल्टा चोर कोतवाल को डांटे |
| Interrogatives | **commonly used question words**   * who, what, why, where questions, such as कहाँ? कौन? कब? क्या? * questions and requests, for example, क्या मैं पानी पीने जा सकता हूँ? | **interrogative verb forms**   * structure of declarative and interrogative verb forms, such as simple statements and questions, for example, तुम मेरे साथ चलो। तुम कैसे हो? कृपया मुझे पानी पीने जाने दीजिए | **more complex interrogatives**   * complex interrogative questions and statements, such as आपका भारत भ्रमण कैसा था?, तुम्हारे कौन-कौन से शौंक है ?, तुम्हें आज का कार्यक्रम कैसा लगा? आज का मौसम बड़ा सुहावना है। |
| Loan words | **loan letters used in Hindi words**   * loan letters from languages such as Arabic, English, Persian, Portuguese, and Turkish, for example, क़, ख़, ग़, ज़, फ़ | **recent loan words**   * new loan words from other languages such as Arabic and English, for example, टीचर, क्लास, स्कूल,अखबार | **complex loan words**   * difficult words from different languages such as Sanskrit, for example, संसार, मंत्र, कर्म, गुरू, ब्राह्मण, मोक्ष, and other languages such as English, for example, हाईकोर्ट, प्लेटफार्म, |
| Nouns | simple nouns and forms of nouns   * simple nouns such as proper nouns, common nouns and abstract nouns, for example, रमा, मोहन, नई दिल्ली, ताज-महल, कुर्सी, मेज़, पेंसिल, लड़के, इंसान, खुश, हैरान * singular and plural forms of nouns, such as लड़का/लड़के, लड़की/लड़कियाँ, कुत्ता/कुत्ते, कपड़ा/कपड़े * gender forms of nouns, for example, पुल्लिंग masculine forms such as लड़का, स्त्रीलिंग feminine forms such as लड़की * case forms of nouns – direct case such as लड़के के साथ, लड़की के साथ * number and nouns, such as एक लड़का, दो लड़कियाँ, तीन मेज़ | concrete nouns, case with nouns   * concrete nouns related to home, school and local environments, for example, nouns for forms of transport such as मोटरकार, रेलगाड़ी, food items such as चावल, रोटी, दाल and classroom nouns such as शिक्षक, छात्र, किताब * case forms of nouns – direct case and oblique case, such as लड़के के साथ, लड़कियों के साथ * vocative case with nouns, for example, मेरे भाइयों और बहनों | nouns with prefixes and suffixes   * degree with nouns, such as superlative and comparative, for example, उससे अच्छा लड़का, सबसे अच्छा घर * special nouns for honouring and naming, such as कुमार, कुमारी, देवी, श्री * suffixes and prefixes, for example, सुकुमारी, सुशोभित, मोरनी, शेरनी |
| Numerical expressions | cardinal and ordinal numbers   * cardinal numbers, for example, एक, दो, पाँच, सात * cardinal numbers for objects, such as एक किताब, दो कारें * cardinal numbers for quantity, such as पाँच रोटियाँ, दस गिलास * ordinal numbers such as पहला, दूसरा | more complex numerical expressions   * numbers in fraction, multiple and collective forms, such as आधा, चौथाई, एक तिहाई, सैंकड़ों, हज़ारों, तीन गुणा | collective numbers   * collective numbers such as दोनों, तीनों * placement of numbers in writing, such as हम दोनों कल साथ गए थे। पहले सब्जी धो लें; दूसरे स्थान पर |
| Pronouns | commonly used pronouns   * pronouns to identify people, such as तुम, तू, आप, मैं, मेरा * pronouns for places and objects, for example, यहाँ, वहाँ, यह, वह | possessive pronouns and placement   * placement of pronouns in sentences, for example, रमा आई, वह कल जाएगी। * personal and possessive pronouns, such as मेरा, मेरी, मेरे, तुम्हारा, उनका उसका | indefinite, interrogative pronouns and placement   * indefinite and interrogative pronouns, such as कौन, क्या, कोई, कुछ * pronouns with different postpositions, for example, मुझे, मुझमें, मुझसे |
| Sentence structures | simple word order   * subject+object+verb sentence construction, for example, मैं फल खाता हूँ। * structure of simple statements and questions, such as तुम मेरे साथ चलो। तुम कैसे हो?, मैं पढ़ता हूँ। * negative constructions such as नहीं, ना, मत, for example, मैं फल खाता हूँ/मैं फल नहीं खाता हूँ। | additional sentence structures   * simple sentences, for example, रोहन जा रहा है। * sentence writing using correct word order as subject+object+verb, for example, राधा ने खाना खाया। * distinctions in levels of compulsion implied in statements like मुझे जाना चाहिए। मुझे जाना है। मुझे जाना पड़ता है। * function and use of कारक (case), for example, ने, को, से, के लिए, में, पर * construction of sentences using pronouns, nouns and verbs, for example, मैं रमा के साथ फल खा रही हूँ। * negative sentence constructions, such as कभी नहीं, सोचना भी मत | variation in sentence structures   * variation in sentence structure, such as subject+verb+object, for example, मोहन कह रहा है कि वह घर जा रहा है। तितली सुंदर है क्योंकि उसके पंख रंगबिरंगे हैं। तितली के रंगबिरंगे पंख उसको सुंदर बनाते है। |
| Verbs | simple verb forms   * verb forms change according to gender and number, for example, लड़का गाता है। लड़की गाती है। लड़के गाते हैं। * actions using simple verbs, such as गाना, खाना, खेलना, दौड़ना * simple verb forms of tenses, such as गया था, जाऊँगा, जा रहा हूँ, खाया था, खा रहा हूँ, खाऊँगा * imperative verb forms such as बैठ जाओ, यहाँ आओ, मेरी बात सुनो। * use of commands and postpositions as in मुझको दीजिए। राम से लीजिए। वहाँ पर रखो। | additional verb forms   * actions completed at a particular time in the past are described using perfective tenses and ने (how) is used as the agent marker for transitive verb actions in these tenses * actions are performed by using compound verb forms, such as in मैंने काम ख़त्म कर दिया, दुकान बंद हो गई। * use of past, present and future tenses, for example, जाता था, जाता हूँ, जाऊँगा, मैं दिल्ली जा रहा हूँ। मैं दिल्ली गया था। मैं दिल्ली जाऊँगा। * negative forms of verbs, for example, सोहन ने फिल्म नहीं देखी। झूठ कभी मत बोलोI नहीं, मत, ना, उसने ऐसा नहीं कहा था। मुझे विश्वास है कि वह कभी किसी को नुकसान नहीं पहुँचाएगा। * Hindi verbs indicate the idea of actions happening or being made to happen बनना, बनाना, बनवाना * use of the active and passive voice according to context, for example, मैंने आपको बुलाया है। आपको बुलाया गया है। | complex verbs   * पदबंध (participles): डूबती हुई नाव (imperfect), डूबी हुई नाव (perfect), रोते हुए, लिखते हुए (adverbial present), वह लड़की का हाथ पकड़े हुए था, वाला (adverbial past) सब्जी वाला, डिब्बे वाला (as participle) * tenses for a range of verbs in complex sentences to move between events and personal experiences across time, for example, पिछले वर्ष जैसे हमने होली का त्योहार मनाया था, उसी प्रकार इस वर्ष भी हम होली का त्योहार धूमधाम से मनाएंगे। * active and passive voice to establish distinctions of agency, for example, राम उर्दू लिख रहा है।, उर्दू लिखी जा रही है । * function and use of कारक (case), for example, ने, को, से, के लिए, में, पर |
| Word formations | base word formation   * base word formation and rules for joining letters and matras, such as क + आ + म = क+T +म = काम * word formation by cohesion and joining (सन्धि) rules, for example, word ending in अ + word starting in उ becomes the sound ओ as in पूर्व+उत्तर =पूर्वोत्तर, महा+उत्सव=महोत्सव, आ+ओ=औ | complex word formation   * complex word formation, combining same letters and half letters such as बच्चा, कच्चा, अच्छा, मक्खी | compound word formation   * compound words of other languages, such as Arabic and Persian words which are used in Hindi, for example, the film title मुग़ल- ए- आज़म * complex letter formations by combining 2 letters, such as त्+र्= त्र, क्+श् = क्ष * word formation using base words with prefixes and suffixes, for example, जीव, सजीव, जीवंत, |

Part 2: Thematic contexts for language use

Thematic contexts representing perspectives that shape the students’ world are suggested in Table 2.

Table 2: Thematic contexts for language use

|  |  |  |
| --- | --- | --- |
| **Thematic contexts** | | |
| **Self and others** | **Self and community** | **Personal and global environments** |
| **Beginner** | **Intermediate** | **Advanced** |
| **My personal world**   * introducing self, such as name, age, place of residence, for example, मेरा नाम ..., है। मैं पाँच साल का/की हूँ। मैं ... में रहता/रहती हूँ। * identifying family members, friends and/or significant people in my life, and relationships, for example, दादा-दादी, नाना-नानी, सहेली, दोस्त, बहन-भाई, * talking about significant events or celebrations such as birthdays, for example, मेरा जन्मदिन ... है। हम मेला देखने गए। * talking about likes and dislikes, such as animals, food, sport, activities, for example, मेरा मनपसंद खेल टेनिस है। मुझे खाने में दाल–चावल पसंद हैं। * introducing pets/animals by colour and size, for example, मेरे कुत्ते का नाम शेरु है। मेरे पास एक बिल्ली है। * enquiring about health and wellbeing, for example, तुम कैसी/कैसे हो? मैं ठीक हूँ । मुझे बुखार है। * identifying language(s) spoken at home and/or with family/relatives * identifying body parts such as कान. हाथ, नाक, पैर | **Myself and others**   * describing own and others personality traits and physical characteristics, for example, मेरा भाई बहुत अच्छा है। मेरा दोस्त झगड़ालू है। उसके बाल लंबे और घुंघराले हैं। मेरी आँखें भूरी हैं। * talking about family, friends and significant people in my life, for example, मेरी बड़ी बहन का नाम इरा है, मेरा भाई अभी छोटा है। मेरे चाचाजी खिलाड़ी हैं। * discussing famous Indian personalities and celebrities, such as विराट कोहली, ए. आर. रहमान * describing pets or a desired pet, for example, मेरा खरगोश सफ़ेद है और वह गाजर खाता है , मुझे दो सुनहरी मछलियाँ पालनी है। * describing activities, frequency and with whom, for example, मैं और मेरा दोस्त हर शनिवार को शतरंज सीखने जाते हैं। * qualifying likes/dislikes and preferences for movies, video games, music, reading, etc., for example, मुझे फिल्में देखना सबसे ज्यादा पसंद है। मुझे कहानियाँ पढ़ने से ज्यादा गीत सुनना अच्छा लगता है। * presenting favourite festivals, occasions and celebrations, for example, ईद के दिन सेवइयाँ बनाते हैं, नया साल आने वाला है, मुझे अगले सप्ताह ईनाम मिलेगा। * explaining language(s) spoken at school, at home, in the community or overseas, for example, मैं विद्यालय में हिन्दी सीखता हूँ, लेकिन घर में हम तमिल बोलते हैं क्योंकि ...। | **Understanding myself and others**   * sharing thoughts and opinions about family and/or significant people that are influences and role models, for example, मेरी दादी बड़ी दयालु हैं , मैं नर्तक बनना चाहता हूँ, मेरे नृत्य गुरु बहुत अच्छा सिखाते हैं। मै मेरी कॉम जैसे मुक्केबाज़ी करना चाहती हूँ । * talking about extended generational families and family structures in India and Australia * presenting family heritage, traditions, language(s) spoken and when/with whom, for example, मैं अपने मित्रों के साथ अंग्रेजी में बात करती हूँ लेकिन अपने दादा–दादी के साथ हिन्दी में बात करती हूँ क्योंकि उन्हें अंग्रेजी नहीं आती। मेरे परिवार के बहुत से सदस्य अभी भी भारत में रहते हैं। * discussing emotions, feelings beliefs and opinions * expressing wishes, dreams, desires and aspirations such as मैं भविष्य में विज्ञान के क्षेत्र में कुछ करना चाहता/चाहती हूँ। * justifying preferences, opinions, likes and dislikes, for example, हमें अपने स्वास्थ्य का ध्यान रखने के लिए नियमित व्यायाम करना चाहिए। मुझे खाने में तीखा पसंद नहीं है। * comparing families in India and Australia, discussing how family dynamics have changed * discussing issues or topics important to young people, for example, healthy lifestyle, study, relationships, exercise, free time, saving money, part-time work * analysing how social media can influence relationships and communication, for example, क्या तुम अंतर्जाल पर दोस्तों से बात करते हो? सामाजिक माध्यम पर तुम कितना समय बिताते हो? * discussing personal priorities, choices, responsibilities and weekly tasks, for example, मैं शाम को पढ़ाई करता हूँ क्योंकि सुबह मुझे साफ-सफाई करनी होती है, रविवार को मैं बागवानी भी करता हूँ। * presenting thoughts about the world and views on particular issues such as sustainability, environmental protection, global warming and conflicts, for example, पर्यावरण की रक्षा करना हम सब का दायित्व है। प्लास्टिक का कम उपयोग पर्यावरण की सुरक्षा में सहायक हो सकता है। * understanding and sharing own identity, beliefs and values, accepting differences in opinion * sharing employment dreams and future occupations, for example, मैं चिकित्सा विज्ञान का विद्यार्थी हूँ। |
| **This is me**   * sharing simple information relevant to their identity, such as language(s), background, culture, for example, मैं आस्ट्रेलियाई हूँ । मेरा परिवार भारत से आया है। * sharing simple information about important objects or special items, for example, *बचपन की कहानी या कोई खिलौना* * identifying naming traditions and meanings of names * noticing or discussing diversity of languages and cultures in the classroom, for example, *मैं घर में मराठी बोलता/बोलती हूँ। मेरे दोस्त चीनी भाषा बोलते हैं।* * creating a poster to show language and/or cultural background of students | **My language, my culture**   * talking about the multicultural nature of Australia * sharing opinions and experiences about language and culture, for example, मेरे लिए हिन्दी सीखना महत्त्वपूर्ण है क्योंकि ...। * sharing expressions or favourite sayings associated with cultural practices, for example, झूठ के पैर नहीं होते, इसलिए हमेशा पकड़ा जाता है। * discussing the influence of customs, values and traditions on own identity, for example, हम शाकाहारी हैं, मैं पगड़ी पहनता हूँ। * describing items of sentimental value and special memories * comparing ways of life in different parts of India such as Kashmir and Gujarat, and relating ways of life to geography and its influence on language and culture * becoming aware of differences between Modern Standard Hindi language and other Indian languages and colloquial expressions | **Living in the 21st century**   * living in a multicultural country, for example, हम एक बहु-सांस्कृतिक समाज में रहते हैं। मेरा मानना है कि दो भाषाएँ जानना बहुत लाभदायक है। * reflecting on what shapes identity and sharing different perspectives * discussing globalisation and influence on language, culture and traditions * researching emerging trends related to technology, social media, travel or fashion * researching Hindi/Indian influences on Australia and Australians, and vice versa * exploring the regional cultural and linguistic diversity of India and Hindi-speaking communities * discussing the impact of changing migration patterns and economic conditions |
| **My classroom**   * exchanging greetings such as formal greetings with teachers and informal greetings with peers, for example, नमस्ते, कैसे हो? अच्छा, कल मिलेंगे! * responding to roll call, for example, जी हाँ, मैं यहाँ हूँ, नमस्ते * using appropriate gestures and classroom etiquette such as raising hand, shaking hands and clapping * responding to classroom instructions and directions, for example, सब अपनी जगह पर बैठ जाओ। एक गोल घेरा बनाओ। मेरे साथ–साथ बोलो। पीछे की तरफ खड़े हो जाओ। * using active listening skills, assisting with set up/pack up, asking for permission, seeking clarification, etc., for example, क्या मैं शौचालय जा सकता/सकती हूँ? मुझे समझ नहीं आया। कृपया फिर से बताइए। * identifying classroom objects and own possessions, and asking to borrow items, for example, मेज़, कुर्सी, यह मेरी पेंसिल है। क्या मैं यह पुस्तक ले सकता/सकती हूँ? | **Class and school environment**   * exchanging and responding to greetings and well-wishes * engaging in classroom routines such as the start/end of lessons, for example, अपनी मेज़ पर से सामान उठाओ। * following commands and making polite requests, for example, सब एक *पंक्ति में* खड़े हो जाओ, अब लिखना शुरू करो, क्या मैं बैठ जाऊँ? * asking and responding to questions about class and school routines, rules and activities, for example, *समय पर विद्यालय आना, कक्षा को साफ़ रखना, अपना सबसे अच्छा प्रयास करना* * describing the school and surroundings, for example, मेरी पाठशाला प्राथमिक स्तर तक की है, पाठशाला बस अड्डे के पास है। * describing the school timetable, for example, भोजन अवकाश के बाद हम गणित पढ़ेंगे। दिनभर *में* हम ७ विषय पढ़ते हैं । * discussing similarities and differences between attending school in India and Australia, comparing school uniforms, holidays, break times, for example, भारतीय पाठशाला का शैक्षिक वर्ष अप्रैल और जून के बीच में शुरू होता है, ऑस्ट्रेलियाई पाठशाला सत्र जनवरी में शुरू होते हैं। *विध्यालय* में छात्र वर्दी पहनते हैं। | **School life in India/Hindi-speaking countries and regions, and in Australian contexts**   * describing and discussing Indian and Australian education systems and school life, for example, विद्यालय, कक्षा, नियम, भारत में प्राथमिक और उच्च विद्यालय अलग नहीं होते * discussing secure online learning versus face-to-face, learning preferences and styles * comparing the choice of subjects, assessments and examinations, graduation, for example, तीन मुख्य क्षेत्र–कला, वाणिज्य और विज्ञान, अर्ध वार्षिक परीक्षा, वार्षिक परीक्षा, स्नातक, स्नातकोत्तर * comparing school events and occasions, such as dances, formals, school musicals, assemblies, charity events, camps, excursions and exchange trips * discussing future plans and possible career or job options, for example, मैं दुनिया घूमना चाहता हूँ। मुझे अभिनय करने का शौक है, हो सकता है मैं अभिनय के क्षेत्र में जाऊँ। * considering employment opportunities such as exploring job opportunities in India and/or Hindi-language-related job possibilities in Australia and other countries |
| **Where I call home**   * describing my house(s)/my home(s) and features * labelling rooms and furniture, including uniquely Indian furniture and features, for example, *पलंग, तिपाई, झूला, चारपाई, बैठक, रसोईघर* * talking about my favourite place/room at home * describing local places in my neighbourhood, for example, *पुस्तकालय, दुकानें, चिकित्सालय, पार्क* * identifying places around my neighbourhood, suburb or city, for example, *समुद्र तट, पार्क, नदी, पहाड़ी* * using directions and prepositions to talk about the locations of shops, school and my home(s) | **My home and neighbourhood**   * describing where I live, my community and activities, for example, मैं उपनगर में रहती हूँ, यहाँ के निवासियों का अपना खुद का व्यवसाय है, लोग पैदल घूमना पसंद करते हैं। * discussing chores and responsibilities at home, for example, *कपड़े धोकर सुखाने डालना मेरा काम है, खाना हम मिलकर बनाते हैं।* * describing the rooms and spaces in my home(s), and activities I enjoy there, for example, मेरे घर मे तीन कमरे हैं, हर कमरे में धूप आती है, एक कमरा सिर्फ चित्रकारी करने के लिए है * outlining neighbourhood facilities such as school, shops, pool, parks and library, and opportunities for activities, for example, *रेलवे स्टेशन घर के पास ही है, बगीचे में बच्चों का झूला बड़ा अच्छा है।* * comparing types of residences and dwellings in the towns, cities and villages and countryside in India and Australia, and considering positive and negative aspects of each * discussing how geography, climate and natural disasters can affect lifestyles, for example, *बाढ़, सूखा, सुनामी, भूकंप, भूस्खलन* * designing an ideal or dream home and garden * researching community groups and collective action such as clean-up day, planting trees, recycling, for example, पौधे लगाना / वृक्षारोपण | **My home, my neighbourhood, my world**   * designing the ideal suburb/city based on principles of sustainable living * comparing local facilities and transport in India/Hindi-speaking countries and Australia, for example, रिक्शा, ऑटो * socialising outside of the home * impact of tourism, population growth and urbanisation * comparing traditional and modern living arrangements in rural and city settings * studying local and global environmental issues and attitudes towards sustainability and environmental protection, for example, जंगलों की कटाई से वन्य प्राणियों के घर नष्ट होना, वन महोत्सव मनाना * considering personal and social actions, for example, saving water, reduce, reuse, recycle, sustainable living, reducing carbon footprint and volunteering * researching local flora and fauna, and special places of significance |
| **Let’s eat**   * discussing familiar Indian food introduced into the Australian diet * naming fruits and vegetables, noticing that some fruits and vegetables may not be widely used or exist in Australia, such as *भिंडी, मेथी, टिंडा, चीकू* * recognising that Australian cuisine has been influenced by many countries, including India * comparing cuisines from regions represented in the classroom, for example, दोसा, ढोकला, छोले–भटूरे, दाल बाटी * using modelled structured expressions about likes and dislikes regarding food, for example, मुझे पानी–पूरी बहुत पसंद है। मुझे आम की लस्सी अच्छी नहीं लगती। * watching cooking demonstrations or preparing simple recipes or favourite dishes at home or at school, and documenting step-by-step procedures * participating in real or simulated scenarios, buying and ordering food at various venues * practising the use of mealtime expressions and etiquette, for example, खाने से पहले हाथ धोना * recognising the importance of herbs and spices in Indian cuisine, and using smell and taste to identify/guess herbs such as *पुदीना, सौंफ, इलायची* | **Eating in/eating out**   * participating in real or simulated shopping or restaurant experiences, negotiating choices such as *दुकान में, बाज़ार में, मेले में* * discussing favourite family meals and food-related traditions, for example, *थाली मे खाना परोसना, पंगल पर बैठकर खाना, रोटी/नान के साथ सब्जी, चटनी और आचार का उपयोग* * using appropriate measurements, currency, numbers, collective numbers, quantity and shopping lists * comparing products available in an Indian supermarket with an Australian supermarket, or visiting a local Indian shop * creating or following recipes, selecting ingredients and quantities * planning a real or imagined outing to an Indian restaurant, organising transport and providing/following directions to the destination * following dining etiquette and using appropriate expressions and manners * identifying influences on Indian foods from other cuisines, such as fusion dishes, for example, *इंडो-चाइनीज़ खाना* * comparing Indian and Australian diets and approaches to food and food culture, noting the importance of herbs and spices, ghee, hot and cold, spicy and plain foods in Indian cuisine, for example, *सूखे और ताज़े मसालों का महत्व, घी, गरम और ठंडा खाना, तीखा और सादा खाना* * discussing regional specialities and flavours, for example, मुगलई, चेट्टीनाद, दम | **International food habits and trends**   * discussing food trends such as various diets, healthy eating and dietary recommendations * giving and receiving advice about health and wellbeing, for example, *झटपट खाना स्वास्थ्य के लिए हानिकारक है। घर का पका ताजा भोजन खाना चाहिए।* * researching issues related to food and diet, for example, *मोटापा और वसा युक्त खाने की बढ़ती लोकप्रियता* * researching supermarkets that promote and sell products and produce from India * identifying Indian-inspired food in Australia, and vice versa * investigating and discussing how supermarkets and online shopping are changing traditional shopping habits * eating according to seasons, for example, *मौसमी फल और सब्जियाँ-गरमी में आम, लौकी, सरदी में मेथी, संतरा* * researching regional specialities and foods associated with ceremonies and celebrations * researching traditional medicinal foods, herbs and spices, and alternative Ayurvedic philosophy |
| Australia and India/Hindi-speaking countries and regions   * exploring the geographical locations and regions of Hindi-speaking countries * identifying Hindi-speaking countries and communities around the world, for example, *भारत, फिजी, मॉरीशस, त्रिनिदाद और टबागो* * identifying Indian icons, emblems and symbols, such as *राष्ट्रीय पशु–बाघ, राष्ट्रीय फूल–कमल, राष्ट्रीय ध्वज–तिरंगा, राष्ट्रीय पक्षी–मोर* * exploring India-Australia or Fiji-Australia relations, tourism, travel, etc., including popular destinations in Australia for Hindi-speaking tourists, such as उलूरू, ऑपेरा हाउस, and popular destinations in Hindi-speaking countries for Australian tourists, such as राजस्थान, आगरा, दिल्ली, बाली, केरल * listening to the national anthem of India, Australia and class members’ country of origin | Australia and India/Hindi-speaking countries and regions’ influences   * researching famous landmarks such as *ताजमहल, हवामहल, कुतुब मीनार, चारमीनार, लद्दाख, गंगा नदी* * understanding that Australia is divided into states and territories, whereas India consists of regions and the inhabitants may speak different languages and have different ways of life * researching the worldwide influence of Hindi and Indian music, film, food, fashion, furniture, philosophy, science and technology, for example, भारतीय फिल्म जगत, साड़ी, धोती, कुर्ता, योग, बटर चिकन * profiling famous Hindi-speaking people and their success and impact on the world, for example, *मोहनदास करमचंद गाँधी, सुंदर पिचाई, रतन टाटा* * exploring cultural and historical artefacts, for example, संगीत वाद्ययंत्र, चरखा | Australia and India/Hindi-speaking countries and regions’ connections   * discussing cultural diversity, differences between rural and urban lifestyles, impact of foreign influences and traditional social structures * researching migration from Hindi-speaking countries to Australia, for example, ऑस्ट्रेलिया और भारत के संबंध, ऑस्ट्रेलिया और फिजी के संबंध * exchanging stories of family members and migration, for example, मेरे माता–पिता जब ऑस्ट्रेलिया आए ..., उनका यहाँ आने का कारण था ... * looking at trade connections such as हस्तकला, सूती कपड़ा * researching Fiji-Australia connections in travel and tourism * planning and talking about student exchange programs and school trips * researching significant or historic events related to people in the Hindi-speaking world, for example, *भगत सिंह, स्वतन्त्रता संग्राम, स्वाधीनता दिवस, ए. पी. जे, अब्दुल कलाम* |
| Let’s celebrate!   * sharing ways of celebrating significant events or occasions * learning about festivals and celebratory events, for example, दिवाली, होली, ईद, क्रिसमस * associating decorations and traditional activities with festivals and celebratory events, for example, रंगोली, त्योंहारों पर नए कपड़े, गेंदे के फूलों की सजावट * identifying special occasion cuisine, for example, विभिन्न मिठाइयाँ, नमकीन और नाश्ते * reading or listening to stories and mythology associated with celebrations and festivals * talking about ways that Hindi-speaking people celebrate birthdays, Christmas, weddings and other ceremonies * identifying celebrations, national holidays and festivals that take place in Australia * investigating Hindi or Indian festivals that occur in their city, such as Holi festival | Celebrate my culture and traditions   * exploring the influence of Bollywood film and music on Indian society and culture, for example, musicals, dancing, wedding and fashion trends * describing celebrations and festivals associated with the ethnic diversity in the local community, for example, दिवाली, ईद, गुरुपर्व, नवरात्रि में गरबा इत्यादि * organising an International Day at school where the school community celebrates the cuisine, music and dance, traditional costumes, etc., that reflect the ethnic diversity of the school * researching the origins of national festivals such as Independence Day and Republic Day, and their importance in Hindi society and culture | The significance of celebrations and festivals   * comparing different ways of acknowledging and celebrating events, holidays and special dates around the world, for example, अर्थ आवर, नव वर्ष, मातृ दिवस, पितृ दिवस * studying the importance of celebrations and festivals for local communities and different regions * celebrating important figures, historic and religious events * researching sacred locations and ceremonies in the Hindi-speaking world * analysing stories from the past and evaluating how they influence the present and future * analysing contemporary changes in the way traditional festivals or occasions are celebrated, for example, विशेष परिधान, विभिन्न रस्में आदि |
| **Let’s explore where we live**   * mapping places around the local area, for example, तरणताल, स्थानीय बाज़ार, पुस्तकालय * participating in real or simulated ‘getting around the area’ scenarios * talking about favourite places and the activities they offer * knowing forms of transport, for example, बस, रेलगाड़ी, साइकिल, मोटरकार * purchasing tickets or travel cards * following directions or figuring out how to reach a destination, for example, सीधे, दाएँ, बाएँ * understanding the value of currency, for example, ऑस्ट्रेलियन डॉलर, रुपए | **Holidays/travelling**   * identifying places and countries to visit * planning itineraries, travel and preparations, for example, मेरी भारत की यात्रा * using shopping language, for example, इसकी कीमत कितनी है? मुझे सस्ता सामान चाहिए। मँहगा, छूट * talking about climate and seasons, and choosing season-related travel activities * packing luggage, considering clothes to suit a variety of activities and weather conditions * getting around, such as reading maps, timetables, giving and receiving directions, and locating places, for example, पहले दाएँ मुड़िए, एकदम सीधा जाइए, बस कितने बजे जाएगी? * talking about my real or imagined past holiday, including place, activities, etc. * outlining a plan for next holiday * comparing attitudes and travel patterns in India and Australia * travelling, visiting relatives and friends, planning a holiday, identifying activities that are particular to Hindi-speaking communities | **A trip to India or a Hindi-speaking country**   * organising a real or imagined trip to tourist spots, historic sites and recommended places, keeping within a given budget * asking for help when lost, for example, हम खो गए हैं, सबसे नजदीक बस कहाँ से मिलेगी ?, क्या आप हमे रास्ता बताएँगे ? * describing ‘My ideal/dream holiday’ * researching and comparing products that are ‘Made in India’ and ‘Made in Australia’ for quality, style, innovation and aesthetics in areas such as the arts and architecture * reflecting on a past holiday and what they may do differently next time, such as accommodation, transport, destinations, food choices, and why * researching tourist spots or historic sites away from the beaten track in India and Australia * talking about a real or imagined exchange student or homestay experience * describing landmarks in India and Australia * discussing possible future plans such as Indian study exchange programs, for example, मैं एक साल के लिए भारतीय विश्वविद्यालय में पढ़ना चाहता हूँ। मैं छह महीने के लिए भारत में रहने के बारे में सोच रही हूँ। * researching eco-tourism and economic impacts of tourism |
| How I pass my time   * sharing information about activities, hobbies and pastimes, for example, मुझे पुस्तक पढ़ना पसंद है। मैं तैरने जाती हूँ। * talking about sports, for example, traditional sports खो–खो and modern sports टेनिस, बॉस्केट-बॉल * researching unique pastimes and hobbies * investigating what young people who live in Hindi-speaking countries like to do in their leisure time | Recreation, routines and responsibilities   * discussing chores and responsibilities around the home, at school or at extra-curricular activities, for example, नाश्ता बनाना, सप्ताहांत पर कुत्ते को नहलाना, गाड़ी और घर साफ करना, पाठशाला में झण्डा बाँधना, गायन सीखना * discussing preferences for books, movies, television shows, music, technology, etc. * comparing community sports and hobbies in India and Australia * preparing a presentation for a Hindi-speaking student about a day at home or a typical day at school in Australia * sharing reasons why they want to spend time with a various people | Reflecting on the past and planning for the future   * recounting memories and milestones, for example, विद्यालय में मेरा पहला दिन, जब मैं छोटा था ... जब मैंने साइकिल चलाई * reflecting on personal growth from primary to secondary school, such as ideas, perceptions, self-discipline and aspirations, for example, पहले मैं घर में काम नहीं करता था, अब मैं घर की सफाई में हाथ बँटाता हूँ। बचपन में मुझे मीठा पसंद था, अब मैं चटपटा खाना पसंद करती हूँ। * thinking about influences and role models, for example, मेरा भाई मेरा आदर्श है। * reflecting on how times have changed, such as communicating in the past by phone, writing letters and postcards, compared with communicating in the present by mobile phone and other technologies * comparing how different generations spent their free time, for example, finding out what relatives did in their free time at the same age * discussing long-term dreams and wishes, for example, मैं भविष्य में अपनी खुद की गाड़ी खरीदना चाहूँगा। काश, मैं एक बार पूरा ऑस्ट्रेलिया घूम पाती! * sharing plans and concerns for the future, for example, मैं बड़े होकर ... बनना चाहते हो? मुझे आशा है कि मैं ... मुझे डर है कि कहीं ... * exploring possible career choices and part-time jobs while still at school * researching jobs in Hindi-speaking communities or jobs that require Hindi language skills, for example, हिन्दी अनुवादक या दुभाषिया, संवाद संश्लेषण (dubbing), पार्श्व स्वर कलाकार * discussing thoughts about career options now and careers that may exist in the future, and the impact of technology on work |